

*Arizona
Teacher*

March, 1955

Coming Events At Arizona State College at Tempe Of Interest To Teachers and Parents of Arizona!

READING AND LANGUAGE ARTS CONFERENCE—MARCH 18-19

Our annual conference—this year devoted to Reading and Language for Today's Children. Dr. John J. DeBoer, of the University of Illinois, and Dr. George I. Sanchez, of the University of Texas, will headline the program.

TEACHER EDUCATION CLINIC—MARCH 25-26

Sponsored jointly by Arizona State College and the Department of Classroom Teachers of the Arizona Education Association, this conference will study and discuss issues, problems, and trends in modern teacher education. Dr. Paul J. Kruse, Professor Emeritus, Cornell University, will be the main speaker.

CENTRAL ARIZONA REGIONAL SCIENCE FAIR—APRIL 1-2

(For high school and junior high school students)

The second annual competitive exhibit of science projects done in the high schools and junior high schools of Central Arizona. Arizona State College will grant six scholarships—to the girl and boy with the winning exhibits in the following fields: agriculture, biological sciences, and physical sciences.

ANNUAL SENIOR DAY—APRIL 2

All high school seniors are guests of ASC students in this annual get-acquainted program.

69th ANNUAL COMMENCEMENT—MAY 24

WORKSHOP IN EDUCATION OF THE EXCEPTIONAL CHILD— JUNE 6 - JULY 9

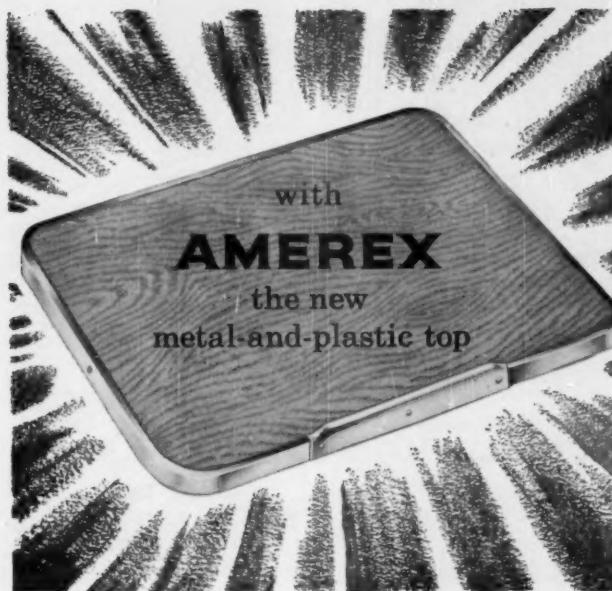
This will be an outstanding attempt to bring to Arizona a well developed plan for helping teachers meet more effectively the special education needed by many of our children. Dr. Willard Abraham, outstanding authority in this field, will conduct the workshop. In addition to the areas generally covered in such a workshop, the bi-lingual child and the child with reading disabilities will also be considered.

10th ANNUAL ALL STATE HIGH SCHOOL MUSIC AND FINE ARTS CAMP—JUNE 12 - JULY 2

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Scapegoat?

By JOSEPH N. SMELSER
Editorial Board, Chairman

THE "Who done it?" people seem to belong exclusively to no particular culture, period of history, state of civilization, or field of subject-matter. The Scapegoat is a hardy animal; he seems to be able to make a go of it in any climate, any time, any place. It's almost miraculous that this most battered, helpless animal should survive at all; but he does. Maybe he does survive because it is so easy for people to create him.

TODAY, we have people who are worried about the morals of our students. This is nothing new. It is proper that good (and bad) people should seek out the cause. Unfortunately, the seeking-out task is not a simple one—if we are really interested in finding the truth. If we are not interested in finding the real cause or causes but are interested only in pinning the badge of guilt on an object which we dislike anyway, then, if we have enough articulate power, we are in a fair way of performing the miracle of creating a living, unsightly scapegoat.

FOR example, if, as I stand in line waiting to pay my school taxes, I am reading a front-page newspaper account of three juveniles who were caught robbing, torturing and murdering an aged female pensioner, I might well say to myself: "This is what the schools are doing to our children; I am aiding and abetting this monstrous thing when I pay my taxes." The newspaper article plus an attitude toward school taxes may become just the kind of hocus-pocus out of which springs the scapegoat. The answer to "Who done it?"

THE wise and honest people look for all possible causes—including themselves. School officials and teachers should be—and are—concerned over what some people are calling our young people—"the lost generation." In any kind of honest research, we cannot be

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NEA NEWS AND NOTES AEA

WHAT IS AMERICA? is a series of discussions sponsored by the Advertising Council to develop a restatement in modern terms, of the ideals, beliefs, and dynamics of American society. The book comes in paperback and clothbound editions. (Simon and Schuster, 630 5th Avenue, New York 20, N.Y.)

CLASSROOM TEACHERS NATIONAL CONFERENCE will be held at Purdue University, West Lafayette, Indiana, July 10-20, 1955. The theme will be, "Faith In Education—Horizons Unlimited." Credit allowed. Information, NEA Department of Classroom Teachers, 1201 Sixteenth St., N.W. Washington 6, D.C.

MAGAZINE PUBLISHERS AND THE NATIONAL EDUCATION Association announced formation of a joint committee to coordinate educational efforts of schools and magazines in behalf of a better informed public; it will serve as a working link between the two organizations.

HIGH SCHOOL TEACHER FELLOWSHIPS ARE OFFERED BY the Fund for the Advancement of Education. They are available in the humanities, social studies and natural sciences. Inquiry should be made to the National Committee on High School Teacher Fellowships, Madison Avenue, New York 21, N.Y.

ARIZONA PERSONNEL AND GUIDANCE ASSOCIATION IS having their Annual Spring Convention on March 26 in Prescott. Dr. Paul Danielson is chairman and Mrs. Irene Hallier is program chairman.

AMERICAN EDUCATION WEEK WILL DEVELOP THE THEME OF "Schools—Your Investment in America". It will be observed November 6-12, 1955. Wise planning will involve the school administration, the local teachers association, the PTA, and the American Legion. Materials are available from the Na-

tional Education Association, 1201 Sixteenth Street N.W., Washington 6, D.C.

THE ROLE AUDIO-VISUAL EDUCATION SHOULD AND CAN play in American Education during the next ten to twenty years will be a matter of chief concern to the 1,500 members expected to attend the national convention of the Department of Audio-Visual Instruction in Los Angeles, April 18-22.

EARLY MARRIAGE OF STUDENTS IN HIGH SCHOOL AND college; some new ideas in sorority rush; responsibilities and opportunities for women in the armed services; educational objectives in disciplinary actions; honor systems, and progress and effects in desegregation. These are some of the problems to be discussed at the meeting of the National Association of Deans of Women. The national convention will be held in Chicago, April 1-4. Theme of the conference, "Counseling For Maturity."

DOES MATHEMATICS AS IT IS TAUGHT TODAY MEET THE needs of the modern age? This will be of prime concern to the National Council of Teachers of Mathematics at the Council's 33rd annual meeting in Boston, April 13-16.

THE OLD PUEBLO (TUCSON) WILL WELCOME THE 1955 AEA Convention on October 21-22. The Chamber of Commerce and University officials have extended a hearty welcome. Let's mark the dates on our calendar now.

IS THERE SOMETHING THAT YOU WANT YOUR AEA TO give top priority this year? On April 1 and 2 your representatives will meet with other AEA delegates to chart the course. Your wishes should be known to that person well in advance of the date. Meeting place: Phoenix Library Auditorium, North Central Ave. at McDowell Road.

Are your seniors oriented to Military Service?

TODAY's seniors are tomorrow's servicemen. Military service can be made a rewarding experience, both psychologically and vocationally, if students are aware of their Army opportunities. Knowledge of what the Army has to offer is one of the keys to service adjustment. You owe it to your students to acquaint them with the following facts of Army life.

Did you know that:

- The Army wants every young man and woman at least to graduate from high school before considering enlistment?
- High school graduates may enlist directly for any one of over 100 technical courses for which they may be qualified?
- Army service offers an educational and productive career?
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- The Army provides excellent environment for: psychological maturation; character development; educational development?



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**The Adjutant General, Department of the Army,
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HIGH SCHOOL POSITION



Come and Join the Fun with Us Today on Treasure Time

Treasure Time

A Program for Young Ones

By Ted Taylor, Phoenix

WHEN the familiar strains of this melody come over the air waves and into the homes of many thousands of young Arizonians, it is a signal for the small fry to gather around their T-V sets for their own special program.

Mrs. Frances Folsum Goldie, a first grade teacher of Garfield School in Phoenix became quite concerned about television shows for children a few years ago and decided to do something about it. Out of this concern came **Treasure Time**, which she has written and produced for the past year. The philosophy behind the program is to assist in the guidance and direction of children's play to provide them with a happy, wholesome television program.

REALIZING that motivation for creative expression would be an important factor in the success of the program, Mrs. Goldie has dug deep into her Treasure Chest to create fascinating objects from materials that would ordinarily be thrown away. Among the many household items that are now treasures are bottle caps, string, boxes, egg shells, and newspapers. In using these everyday household items, children develop an appreciation for the simple everyday things surrounding them.

Both the Phoenix City and Maricopa County Parent - Teacher Councils have heartily endorsed **Treasure Time** because of its high ideals and its contribution to the guidance and direction of children's activities.

FROM Casa Grande to Kirkland Junction, from Ajo to Globe, mail has flooded KPHO-TV Phoenix, expressing appreciation of Mrs. Goldie's program which has maintained high standards that help the youngsters become better citizens. The letters of appreciation include comments like these: "The program helps build better parent-child relations; It helps make my home more attractive; It fills a need in our lives; It helps in brightening our home".

As a teacher, Mrs. Goldie knows the value of using different media to teach children safety, good citizenship, and resourcefulness. As a result she has created a desire in youngsters to cooperate in community activities.

Treasure Time is heard every Saturday from 3 to 3:30 over KPHO-TV, Phoenix. This station has contributed the time in the public interest as they have realized the need for a wider variety of children's programs.

Other teachers who have contributed to the program include Betty Andreas, Sue Davis, Win Ridge, Madge Nash, Louise Hawerlander, Helen Staples, Mattylynn Carson, Virdie Mae Easley, and Mrs. Goldie's neice, Helen Jo Benton. PBS&W Supply Company has furnished the tables and chairs as contribution to a worthwhile program.

THE Teaching Profession recognizes Frances Folsum Goldie as one who has unselfishly given of her time and energy to present a rich wholesome type of entertainment to the children of Central Arizona.

"In the face of obstacles, those responsible for the legislative Work of the AEA could only rollup their sleeves... and keep on trying."

Melon Slicing!

VERNON HATHCOCK, AEA President

THE AEA Delegate Assembly of 1954, recognizing the need for increased state support of public education and local property taxpayer relief, told the executive committee to get on the ball and get the job done. We did. More time and effort has been spent on the problem of coming up with a legislative program that would accomplish this goal than any other resolution passed by the last Assembly.

Early in the year it was decided by your president, legislative chairman and executive secretary that every effort would be made to provide opportunity for every segment of the profession to be in on the planning of the program so that when the chips were down we would present a united front. If you will examine the composition of the legislative committee you will find it composed of four classroom teachers and five administrators living in the following communities: Mesa, Phoenix, Prescott, Tucson and Douglas. The consultant, Dr. Robert Ashe, lives in Glendale. Some of these communities are well off as far as taxable wealth is concerned and some are not. You see, the committee is quite representative.

Progress Has Been Slow

A committee was appointed to attend the AASA workshop held in Flagstaff during the summer to get a better background, to coordinate the thinking of the committee, and to resolve any differences that might exist within the profession. Executive and legislative committee meetings involving large numbers have met 15 times; and a considerable amount of your dues money has been spent in their work. Progress has been slow—no attempt at railroading anything thru—no attempt to override the wishes of any member—there has been no disunity. The greatest problems have been equalization and

an increase in the flat grant to all schools. Every effort has been made to get the profession to pull together on the program.

When the legislative committee had formulated their ideas they went to the AEA attorney and the bills were written, only to be revised several times. We then learned that the state school board association had a similar bill but with figures that were a little bit different. Your president and the chairman of the legislative committee made a trip to Tucson, met with the officers of the school board association, and a compromise was reached. Before our bill was introduced we met with the Arizona Congress of Parents and Teachers to explain it to them and enlist their support.

Almost A Solid Front

Only one instance has been called to my attention where one from the profession was not in accord with our program. One administrator is known to have drafted another bill on his own and to have sought its introduction which, of course, is his privilege. We came very near to having a solid front. Leaders in the legislature known to be friendly to public education were consulted and when the legislature convened our bills were among the first introduced.

The need for legislation to relieve the local property taxpayer was so well recognized that educational bills were introduced by legislators who had been working independently. In fact, it was reported by one legislator that the first dozen bills introduced were on the subject of education. Before any hearings were held on the AEA bill the state superintendent of public instruction suggested several amendments. It was pointed out that in order to make the bill more workable and give his office more time to get the necessary clerical work done, there

would need to be some changes. We agreed to the changes, which do make it a better bill.

Representatives Robert Petrie of Mesa and Dr. J. O. Grimes of Tempe were co-sponsors of House Bill 13 which had the backing of the House majority bloc. Mr. Petrie did a magnificent job of leading the fight on the floor during the meeting of the Whole Committee of the House. He was so interested in needed school legislation that he attended the tax conference in Flagstaff during the summer, even before the primary election. The minority bloc tried to kill House Bill 13 thru crippling amendments.

Untimely Negotiations

Even before the bill had been considered by the House, teacher groups began a very untimely negotiation for salary increases. These salary negotiations are pounced upon by some reporters and the cause of the schools and the children suffer. It's a pity that some think they have to make a living by indulging in irresponsible attacks on public education.

Being a classroom teacher myself, I feel that I can reprimand those responsible for the untimely publicity regarding their efforts to get

increases in salary. Don't misunderstand me. I have no quarrel with those who work to improve their salary schedule; one of the reasons for the teacher shortage is inadequate salaries. One fact remains, teachers were trying to improve their salary schedules last year, they will do it this year, and probably next year. One thing that can be said in our favor is that instead of trying to limit the supply of teachers we are trying, in an organized way, to influence more to join our ranks and to increase the supply. I do say, however, that some persons have not used very good judgment in the release, at this time, of information regarding salary negotiations. A few, without thinking, are probably jeopardizing the success of our efforts.

In the face of such obstacles, those responsible for the legislative work of the AEA could only roll up their sleeves, have the courage to face ingratitude, and keep on trying. I'll take it back. Maybe it wasn't ingratitude—just lack of discretion in release of publicity, or unscrupulous reporting. Whichever it was, it shouldn't have happened.

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AASA Workshop Committee, Flagstaff, Arizona



MARCH, 1955

More Thought About The Obvious

By Margaret Anderson

THE undeniable confusion of the mid-twentieth century is accompanied by its companion—fear. It is well to consider the basis or bases of the fear—the iron curtain of human thought—since the success or failure of any human society is dependent upon the attitude and the participation of the people of that society.

Our past environment, dominated by economic capitalism, is now a passing social order which will historically be recorded somewhere between the sixteenth and the twentieth centuries. Characteristic of this order has been a system of values and purposes—material goods and private profits—based on capitalism's system of economic enterprise.

SUCH a social order belonged to the period of development that we have come to label expansion. While helping in territorial expansion (and in turn population expansion), capitalism also profited. Natural resources were looted and stripped, and the majority of our people were condemned to a dull life of routine mechanical toil.

Social impoverishment accompanied capitalism everywhere. The majority did not work for private profit. Man worked for a living, to escape starvation, and for the possibility of a meager existence in old age. Individual power by individual enterprise justified, or seemed to justify, the exploitation of the rights of the many by the few. The easily abandoned worker knew not security nor the meaning of individuality.

That period, despite a desperate clinging to it by those who profited from it, is at an end. Now is the period of transition, and in such periods confusion is pronounced until the sights are clearly set. Those who cling to the capitalistic social order of yesterday consider any view, other than that of private individualistic

direction of society, as defeatism. More specifically stated: treason!

AN examination of the evidence shows that man has conquered the mechanical world but has put too much faith in the role of mechanical invention. Physical power becomes absolute—man becomes a brute. There is no argument against the tremendous physical benefits of production, but against the blind faith we have put in materialism. We have accepted materialism as an end, have become near-sighted, have exchanged a principle for a dollar. In the name of materialism we justify man's inhumanity to man. We cease to be rational moral creatures. We become brutes playing a game of power with any rules acceptable. When materialism becomes an end in itself, all activity is judged by profit.

Creation in the arts becomes creation for sales. Reason becomes an expedient factor for financial gain. Security is considered to be a pay-check, and submission the guarantee of that security. Education becomes a process of doling out information for vocational gain, although it offers no understanding of man and his environment. Hypocrisy at all levels is better currency than honesty.

OUT of hypocrisy comes confusion and in turn, fear. When action is dominated by fear it is impulsive, irrational, and often unwise. We must face our problems, not flee from them. Defeatism is not looking at the situation, in not maintaining hope; in failing to see that new needs create new opportunities.

Reduced to its simplest terms, it appears that our present problem is that we are very much out of balance. If we wish to survive we must not only talk about and think about, but really establish a social order that will remain in balance regardless of change. The issue is how to achieve this balance. Shall it be by dictatorial,

regimental repression, or by active participation and direction of all members of society through education?

WHEN new knowledge and new views embattle currently endorsed procedure and pattern, they are slow to be accepted. Yet only by evolutionary methods, by education, and not by revolutionary tactics, will acceptance come. Freedom of thought and freedom of expression are the only guarantees of evolutionary procedure. To deny freedom is to assure revolution. Sincere criticism is not, has not been, and will never be, treason. It is a privilege, and more . . . it is a responsibility. Perhaps that is why most men dread it.

The increasing restrictions on freedom of thought and expression have revealed a curious feature: no one seems to care. One is appalled at how effective economic submission has become; that prosperity has replaced liberty as a watchword. It is difficult to arouse interest in cases of infringement on personal liberties—civil or academic. Perhaps this is but another evidence of fear.



"Oh, I know your husband is a schoolteacher, but how does he make a living?..

UNFORTUNATELY the charge of communist and communism has long ceased to be the concern of the justice department alone. In these days of doubt and suspicion, irrational action surrounds us. The charge, either direct or by innuendo, has become a very popular and effective means of coercion. This instrument, the charge, is being used with alarming momentum against those who disagree or criticize. The issue then ceases to be communism, and becomes submission and conformity: the attempt to silence individual thought and expression. Yet it is the responsibility of the citizen to think for himself about matters and to acquire the courage to proclaim unpopular opinions when he believes them to be important. This needs to be encouraged, not discouraged. Thinking people with vision are very much aware of the result of a conformed mind, a mind which increasingly demands conformity for the sake of conformity, the desire to make everyone like us and to be like everyone else.

It has been said that the "appendaged man, the specialist, concentrating upon some narrow specialized channel, eager for power in the form of money or direct command over other men, has been a product of capitalistic and militaristic ideals. He has been trained to command, not to cooperate; to obey, not participate. Yet harmony is achieved by expression, not regimental repression; by cooperation, not competition. The engineer who knows only his machine, the capitalist who knows only his markets, the teacher who knows only his books—is an intellectual minor."

IF THE educator is to lead us toward a balanced society, if our social goal is to be a dynamic equilibrium achieved within a cooperative social structure, the first place to make an approach to it is in the reorientation of us as teachers and in the organization of thought.

This nation's greatness resides not in her material resources, but in her will, her faith, her intelligence, and her moral force. It is well that we examine, as teachers, the direction of our goals.



The Secretary Reports To The Members

Lois V. Rogers

RETIRED TEACHERS MAY TEACH

It is now possible for a teacher retired under the old Arizona Teachers' Retirement System to teach in the public schools of Arizona without impairing her rights to her annuity and pension. This is the decision handed down by the Attorney General's office on January 20, 1955 in reply to questions put by Mr. Wayne Gibson, Executive Secretary of the State Retirement System. This means that many such teachers may now be used to substitute in much needed situations. In the past this has not been true for such a retired teacher could not draw an annuity while employed under the same system. However, this retired teacher may now teach and belong to the new retirement system and come under social security coverage while continuing to draw her retirement allowance under the old plan. In any event the teacher who has reached the age of 70 is no longer eligible to teach in the public schools of Arizona; neither is the one who retires under the new state employees retirement system.

" . . . I WILL CAST MY LOT WITH THE SCHOOLS", SAYS CONGRESSMAN UDALL.

We are proud of Arizona's junior congressman, Stewart Udall, when he says in his news release of February 17, "If we are forced this year to choose between launching a new national highway program or a new school building program, I will cast my lot with the schools."

During the week of February 8, the President of the United States stated his approval of federal aid for school construction purposes. He proposed to set aside \$67,000,000 which would be available on a loan basis to hard pressed districts (to be repaid with interest), and

an additional amount for outright grants. A total of approximately \$200,000,000.

The President's proposal falls far short of the amount estimated by educators to be necessary to relieve the critical situation. Mrs. Oveta Culp Hobby of the Department of Health, Education and Welfare presented facts which showed that more than 300,000 school rooms are needed now. The National Education Association after making an extensive study of the need, estimates that some 500 million dollars is needed annually over a period of five years.

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Phone AR 7-1862

Among Our Neighbors

By JOSEPH N. SMELSER

Chairman of the AEA Editorial Board



HAVE you read Arthur Godfrey's "Must Our Teachers Be Underprivileged?" If not, you should. It's in *Look*, September 21 last. Having read Arthur's plug for us teachers, you'll be ashamed of yourself for all the times you've switched him off your radio or television. By hook or crook the teaching profession should see that more illustrious laymen give us favorable press. At least some members of school boards announce publicly that they don't like educators; when teachers defend themselves and their profession, they are suspect; the great authorities in education, like John Dewey and Harold Rugg, are tagged as subversive. Yep, we'd better cultivate people like Arthur—popular, swell guys who know that the stuff of conviction lies in the funny phrasier.



A quiet little German bachelor of the 18th century may have gone off the deep end in his attempt to establish the mind as prime authority, but he said something wonderful which sticks with us like the stars of the heavens—"Morality is not properly the doctrine how we make ourselves happy, but how we may make ourselves worthy of happiness." The little man was Emmanuel Kant.



"If we ever succeed in educating our children, we must use the exciting and romantic methods of advertising! Reality and realistic ways are devoid of color and thrill! Thrill, not chill, must be the motto of the modern educator." After a few moments of soul-searching, the teacher who expressed this view warned us not to use his name.

There appeared a letter in the *Arizona Republic* (December 26) from John B. Mills, President of the Maricopa County Taxpayers Association. In the letter Mr. Mills stated that last spring his Association requested all Maricopa County high school and elementary school boards to submit to the Association copies of their 1954-55 school budgets. The purpose of the request, he said, was to give the Association "time for study and intelligent examination and recommendation." Only six of the seventy-five school boards responded, said Mr. Mills; but next year he said, the Association will make another and earlier request "with respectful but determined intent."



Brief comment: Quite naturally taxpayers are, or should be, interested in the way tax money is spent. In our Republic they elect officials to represent the public. This is our political way of life. We hope the Association will also concern itself with two other problems which stubbornly assail the taxpayers' wallets: (1) Inflated prices which explain much of present school costs; (2) the inequities in the practices of taxation in Arizona which help explain, in part, why taxes are such a burden to some people.



"What you do not like when done to yourself, do not do to others." Confucius, 551-479 B.C.



"Our schools need more money; what they get isn't enough." National Association of Manufacturers spokesman (*Arizona Republic*, December 26, '54.)

1954-55 MEMBERSHIP

NEA-AEA MEMBERSHIP

Number following school name indicate

	Members	Teachers	%
APACHE COUNTY			
Eagar Elementary	7	8	
Ganado Elementary.....	1	2	
Klagetoh Elementary (3).....	1	1	100
McNary Public Schools			
Central	4	10	
Columbus	2	2	100
Washington (3)	3	3	100
McNary High	2	9	
Navajo Compressor Station..	2	2	100
Pioneer Elementary	2	10	
Sanders Public Schools			
Puero	7	12	
Sanders High	2	6	
Springerville Elementary	4	7	
St. Johns Public Schools			
St. Johns	1	5	
St. Johns High.....	8	8	100
Window Rock Consolidated..	12	17	
Round Valley High	8	8	100
COCHISE COUNTY			
Fort Huachuca			
Accommodation	5	5	100
West Huachuca			
Accommodation	6	6	100
Benson Public Schools			
Benson	14	20	
Benson High	6	12	
Bisbee Public Schools			
Central (3)	15	15	100
Greenway (3)	17	17	100
Horace Mann	7	13	
Lincoln	7	9	
Lowell	18	21	
Bisbee High (2)	29	29	100
Bowie Public Schools			
Bowie	3	5	
Bowie High	2	4	
Buena Elementary	1	3	
Cochise Elementary	3	3	100
Douglas Public Schools			
A Avenue (7)	10	10	100
Clawson (5)	10	10	100
Fifteenth Street (5)	4	4	100
Intermediate	13	16	
Pirtleville	3	5	
Sarah Marley	14	17	
Douglas Junior High	16	23	
Douglas Senior High	14	24	
Forrest Elementary (2).....	2	2	100
Naco Elementary	2	4	
Pomerene Elementary	4	5	
Pool Elementary (2)	1	1	100

	Members	Teachers	%	
St. David Public Schools				Packard Elementary (1)
St. David.....	1	6		Payson Elementary
St. David High.....	1	6		Young Elementary
Tombstone Public Schools				GRAHAM COUNTY
Tombstone	8	10		Fort Thomas Public Schools
Tombstone High	7	9		Fort Thomas
Willcox Public Schools				Fort Thomas High
Willcox	18	24		Pima Public Schools
Willcox High	4	12		Pima
COCONINO COUNTY				Pima High
Chevelon Butte Elementary....	1	1	100	Safford Public Schools
Flagstaff Public Schools				Safford Building
Emerson (7)	14	14	100	Safford Building C
Leupp Pumping Station....	1	1	100	Safford High
Marshall	11	11	100	Salomoneville Elementa
Mount Elden	11	11	100	Thatcher Public Scho
Sedona (6)	4	4	100	Thatcher (3)
South Beaver	16	17		Thatcher High
Thomas	12	13		
Flagstaff Junior High (2)..	7	7	100	GREENLEE COUNTY
Flagstaff Senior High	24	28		Blue Elementary
Fredonia Public Schools				Clifton Public Schools
Fredonia	3	4		Laugharn
Fredonia High	4	5		Liem
Grand Canyon Public Schools				Clifton High
Grand Canyon (3)	5	5	100	Duncan Public Schoo
Grand Canyon High	2	4		Duncan
Maine Consolidated	2	2	100	Duncan High
Williams Public Schools				Morenci Public Schoo
Williams	19	19	100	Coronado
Williams High	13	13	100	Fairplay
GILA COUNTY				Humboldt
Globe Public Schools				Longfellow
Central	3	4		Plantsite
East Globe (2)	10	10	100	Morenci Junior Hig
Hill Street	11	15		Morenci Senior Hig
Nofsgers Hill (2)	11	11	100	MARICOPA COUNTY
Globe Junior-Senior High..	20	35		Blue Mountain
Miami Public Schools				Accommodation(2)
Benjamin Franklin (3) ..	3	3	100	Crippled Children's
Buena Vista (4)	6	6	100	Accommodation
Bullion Plaza	15	23		Harqua Hala Accomm
Federal Housing	3	3	100	John Barry Accomm
George Washington	19	34		Horse Mesa
Inspiration Addition	16	16	100	Accommodation (2)
Miami High	19	21		New River Accommoc

BURSHIP REPORT

ALS - An All Time High
consecutive years of 100% enrolment

Members	Teachers	%	Members	Teachers	%
1	1	100	Sahuaro Lake		
5	6		Accommodation (7)	1	100
3	5		Williams Air Force Base	9	21
			Alhambra Elementary District		
			Alhambra	31	33
			Granada	28	28
			Montebello	36	37
			Westwood	33	33
			Arlington Elementary	7	7
			Avondale Elementary	16	44
			Balsz Elementary District		
			Balsz	34	46
			Griffith	21	21
			Buckeye Public Schools		
			Buckeye	21	30
			Buckeye High	4	17
			Cartwright Elementary	2	9
			Cave Creek Elementary	2	2
			Chandler Public Schools		
			Chandler Heights (6)	1	100
			Cleveland (6)	29	100
			Winn (11)	3	100
			Chandler Junior High	26	28
			Chandler Senior High	25	30
			Creighton Elementary District		
			Creighton	52	59
			Lafayette	21	26
			Loma Linda	4	25
			Monte Vista	19	39
			Papago	22	28
			Squaw Peak	6	7
			William T. Machan	9	40
			Dysart Elementary	4	26
			Fowler Elementary	3	8
			Gila Bend Public Schools		
			Gila Bend (3)	8	8
			Gila Bend High	6	9
			Gilbert Public Schools		
			Gilbert	23	27
			Gilbert High	9	15
			Glendale Public Schools		
			Glendale Unit I	50	50
			Glendale Unit II (6)	15	15
			Glendale Unit III (3)	11	11
			Glendale Union High	49	50
			Sunnyslope High	14	25
			Higley Elementary	5	6
			Isaac Elementary District		

	Members	Teachers	%
Isaac	27	34	
Butler	13	14	
James B. Sutton	13	35	
Kyrene Elementary	7	11	
Laveen Elementary	8	9	
Litchfield Public Schools			
Litchfield	11	18	
Litchfield High	5	13	
Madison Elementary District			
Madison Administration	10	10	100
Madison No. 1 (11)	49	49	100
Madison No. 2 (5)	41	41	100
Richard Simis (2)	44	44	100
Rose Lane	22	22	100
Mesa Public Schools			
Alma (9)	23	23	100
Emerson (2)	12	12	100
Franklin (11)	26	26	100
Irving	21	22	
Lehi (9)	15	15	100
Lincoln (11)	25	25	100
Washington (11)	4	4	100
Webster (11)	15	15	100
Mesa Junior High	59	60	
Mesa High	52	53	
Morristown Elementary	2	2	100
Murphy Elementary District			
Murphy No. 1	42	54	
W. R. Sullivan	11	18	
Murphy No. 3	9	13	
Osborn Elementary District			
Osborn Administration	8	8	100
Osborn (9)	33	33	100
Clarendon	21	26	
Encanto	28	28	100
Grandview	29	30	
Longview (3)	35	35	100
Palo Verde Elementary	7	7	100
Pendergast Elementary	2	6	
Peoria Public Schools			
Peoria	17	32	
Peoria High	9	15	
Phoenix Elementary District			
Phoenix Administration	16	17	
Adeline Gray (4)	16	16	
Bethune	20	26	
Booker T. Washington	19	21	
Capitol (7)	15	15	100
Dunbar	15	16	
Edison	14	15	
Emerson	31	31	100
Franklin (4)	16	16	100
Garfield (3)	24	24	100
Grace Court	30	31	

Next page

Membership Report — cont.

	Members	Teachers	%
Grand Avenue (2)	5	5	100
Grant (7)	23	23	100
Heard	20	22	
Jackson (11)	17	17	100
Kenilworth	31	31	100
Lincoln	20	21	
Longfellow (7)	18	18	100
Lowell	36	39	
McKinley (11)	7	7	100
Monroe	28	29	
Monterey Park	7	8	
Stevenson	42	43	
Washington (11)	8	8	100
Whittier (11)	24	24	100
Phoenix Union High Schools			
Camelback High	25	36	
Phoenix Union High	134	136	
North Phoenix High	104	104	100
Phoenix Technical	36	80	
South Mountain High	35	35	100
West Phoenix High	90	107	
Phoenix College	56	61	
Queen Creek Elementary (3)	11	11	100
Roosevelt Elementary District			
Roosevelt	46	50	
Percy Julian (5)	34	34	100
Rio Vista	21	33	
Sunland	31	37	
Scottsdale Public Schools			
Scottsdale	30	42	
Winfield Scott	32	32	100
Scottsdale High	16	27	
Sunnyside Elementary	2	4	
Tempe Public Schools			
Guadalupe (5)	9	9	100
Mitchell	20	21	
Rural	4	4	100
Tenth Street	26	32	
Wayne Ritter (4)	35	35	100
Tempe Union High	20	37	
Theba Elementary (2)	2	2	100
Tolleson Public Schools			
Tolleson	6	31	
Tolleson Union High	19	24	
Union Elementary	1	3	
Washington Elementary District			
Washington	43	62	
Maryland Avenue	28	28	100
Mountain View	9	14	
Sunnyslope	27	30	
Wickenburg Public Schools			
Wickenburg (2)	14	14	100
Wickenburg High	10	12	

	Members	Teachers	%
Wilson Elementary District			
Wilson	57	59	
G. S. Skiff	22	23	
MOHAVE COUNTY			
Bullhead City Elementary....	1	3	
Kingman Public Schools			
Kingman	3	16	
Kingman Junior High.....	5	13	
Mohave County Union High	5	18	
NAVAJO COUNTY			
Clay Springs Elementary	1	2	
Holbrook Public Schools			
Holbrook (2)	12	12	100
Sheldon	7	7	100
Yah Te	4	5	
Holbrook Jr.-Sr. High	12	16	
Joseph City Elementary (9)....	6	6	100
Pinetop Elementary	1	2	
Show Low Elementary	9	10	
Snowflake Public Schools			
Snowflake	9	12	
Snowflake High	7	15	
Whiteriver Elementary (2)	4	4	100
Winslow Public Schools			
Emmons	5	5	100
Jefferson (7)	8	8	100
Lincoln (11)	8	8	100
Roosevelt (6)	8	8	100
Washington (7)	14	14	100
Wilson (10)	4	4	100
Winslow Jr.-Sr. High (6)	28	28	100
PIMA COUNTY			
Ajo Public Schools			
Ajo	30	44	
Ajo High	13	23	
Amphitheater Public Schools			
Helen B. Keeling (7).....	19	19	100
L. M. Prince (6)	43	43	100
Wetmore (6)	8	8	100
Amphitheater Jr. High (3)	24	24	100
Amphitheater High	48	48	100
Catalina Foothills			
Elementary (4)	2	2	100
Continental Elementary	3	3	100
Flowing Wells Public Schools			
Flowing Wells (2)	16	16	100
Flowing Wells Jr.-Sr. High	12	12	100
Indian Oasis Elementary	1	4	
Laguna Elementary (11)	4	4	100
Lukeville Elementary (2)	1	1	100
Marana Public Schools			
Marana (2)	23	23	100
Marana High	10	15	
Pantano Elementary (5)	1	1	100

	Members	Teachers	%
Redington Elementary (5)	1	1	100
Sahuarita Elementary	8	9	
San Fernando Elementary (6)	2	2	100
Sopori Elementary	1	2	
Sunnyside Schools			
Sunnyside	28	29	
Mission Manor	16	17	
Sunnyside Junior High	16	19	
Tanque Verde Elementary (2)	4	4	100
Three Points Elementary (11)	2	2	100
Tucson Elementary Dist. & High			
Tucson Administration	16	19	
Unassigned Teachers	4	4	100
Tucson Special Education..	7	7	100
Blenman (8)	23	23	100
Bonillas	18	18	100
Borton (3)	14	14	100
Brown	18	18	100
Carrillo (11)	19	19	100
Cragin (4)	21	21	100
Davidson	15	15	100
Davis (3)	16	16	100
Drachman	15	17	
Duffy	21	21	100
El Rio	17	18	
Fort Lowell (11)	17	17	100
Government Heights	18	22	
Holladay (4)	6	6	100
Howell (5)	22	22	100
Hughes (11)	16	16	100
Jefferson Park	12	13	
Keen	14	14	100
Mary Lynn (5)	11	11	100
Menlo Park (11)	12	12	100
Miles	14	15	
Mission View	19	20	
Ochoa	17	17	100
Pueblo Gardens	17	21	
Richey (7)	10	10	100
Robison (2)	18	18	100
Roosevelt	8	8	100
Rose	19	22	
Roskruge Elementary (11)	7	7	100
Roskruge Junior High	35	38	
Safford Elementary (11)....	12	12	100
Safford Junior High	34	34	100
Smith (2)	18	18	100
Spring Elementary	6	7	
Mansfeld Junior High	33	33	100
Catalina Junior High (2) ..	36	36	100
Spring Junior High	18	20	
University Heights (11)....	14	14	100
Wright	16	17	
Wrightstown (2)	3	3	100

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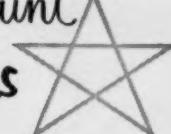
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Membership—from page 17

	Members	Teachers	%
Wakefield Junior High	38	38	100
Tucson Senior High	228	244	

PINAL COUNTY

Apache Junction-Queen

Creek Elementary	1	4
Superstition Mountain	2	3

Casa Grande Public Schools

Central	22	24
East	4	5
North	15	20
South	13	17
Casa Grande Union High	26	27

Coolidge Public Schools

North	11	14
South	24	27
West	16	22
Coolidge Junior High	10	14
Coolidge High	15	23

Eloy Elementary Schools

Eloy Unit I	7	31
Eloy Unit II	2	5
Eloy Unit III	3	19

Florence Public Schools

Florence	7	28
Florence Union High	7	16
Kenilworth Elementary	7	10
Mammoth Elementary	2	11
Marcopha Elementary	1	12
Oracle Elementary	3	3
Picacho Elementary	1	11

Ray Public Schools

Lincoln	6	12
Washington	13	17
Ray High	7	8
Stanfield Elementary	20	22
William Huey	2	3

Superior Public Schools

Harding	4	10
Roosevelt	6	18
Toltec Elementary	2	4
Santa Cruz Valley		
Union High	8	16

SANTA CRUZ COUNTY

Amado Elementary	2	2	100
Calabasas Elementary	1	3	
Harshaw Elementary	1	2	
Lochiel Elementary	1	2	
Nogales Public Schools			
Nogales Administration	2	2	100
Coronado	3	8	
Elm Street	9	10	
Lincoln	6	8	

	Members	Teachers	%
Roosevelt	5	7	
Nogales Jr.-Sr. High	19	26	
Patagonia Public Schools			
Patagonia	3	6	
Tubac Elementary	1	3	
YAVAPAI COUNTY			
Ash Fork Public Schools			
Ash Fork	3	7	
Ash Fork High	3	5	
Bagdad Public Schools	4	16	
Beaver Creek Elementary	1	2	
Camp Verde	3	8	
Chino Valley Elementary	4	5	
Congress Elementary	1	2	
Cottonwood-Oak Creek			
Elementary	8	13	
Cottonwood-Oak Creek			
Jr.-Sr. High	8	9	
Humboldt Elementary (2)	4	4	100
Mayer Elementary & High	3	5	
Peeples Valley			
Elementary (2)	1	1	100
Prescott Public Schools			
Lincoln (4)	13	13	100
Mata E. Dexter (4)	8	8	100
Miller Valley	12	12	100
Washington (3)	20	20	100
Prescott Junior High (4)	31	31	100
Prescott Senior High	31	32	
Rincon Elementary (3)	1	1	100
Seligman Public Schools			
Seligman	5	7	
Seligman High	5	6	
Thompson Valley Elementary	1	1	100
Verde Public Schools			
Verde	8	9	
Mingus Jr.-Sr. High	7	9	
Walnut Grove Elementary	1	1	100
Yarnell Elementary (2)	1	1	100
YUMA COUNTY			
Crane Elementary (6)	27	27	100
Gadsden Elementary	4	4	100
Hyder Elementary	1	1	100
Poston Elementary	2	9	
Quartzsite Elementary	1	1	100
Salome Elementary	3	3	100
Somerton Elementary	16	22	
Vicksburg Elementary	1	1	100
Wenden Elementary	2	2	100
Yuma Public Schools			
Fourth Avenue	17	30	
George Washington			
Carver	7	7	100



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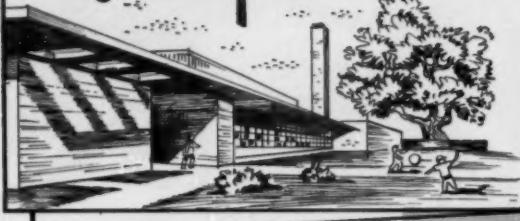
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99. **On the Track of Some Good Teaching Aids?**—A revised edition of a catalog of free teaching materials on railroad transportation. One copy per teacher. (Association of American Railroads.)

100. **1955 Summer Session Bulletin**—A description of the opportunities in graduate and undergraduate courses with special emphasis on the opportunities for teachers. (Duluth Branch, University of Minnesota.)

12. **Teaching Units**—New Compton teaching units are now available. Sample unit, with complete list of additional titles will be sent each teacher who indicates on the coupon below, the subject or grade taught. The units are organized for primary, intermediate and upper grades. (F. E. Compton & Company)

102. **School Furniture Brochure**—1955 edition. 24 pages well illustrated. A catalog of seating and desk equipment for various school uses. Also shows how this equipment is now being used to good advantage in actual classrooms. (American Seating Company)

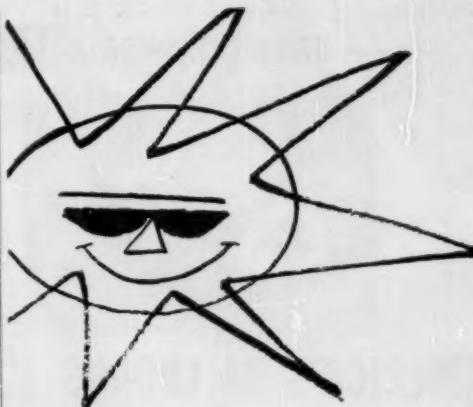
73. **High School Youth and Military Guidance**—An orientation booklet for high school teachers and guidance counselors.

74. **The U. S. Army Talks to Youth**—A unit of study for classroom use.

75-76-83. **Complete Program on Menstrual Education**—Two free booklets (indicate number

See page 23

MARCH, 1955



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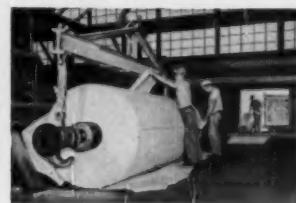
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96% of the paper manufactured in this country each year is made from wood pulp. Here, a car-tilter mechanism, built right into the track, is spilling a load of pulpwood from a special freight car into the storage pond at a pulp plant. Most plants keep a year's supply of wood on hand.



Pulp is made by a combination of mechanical and chemical processes. The logs, stripped of bark, are fed into a huge machine which cuts them into chips of various sizes. These chips are then machine-sorted, cleaned and stored in large chip bins to await conversion into pulp.



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Yours for the asking —

from page 21

needed for classroom distribution); full-color, 16mm sound motion picture; physiology chart and teaching guide. (International Cellucotton Products Corp.)

76. **Very Personally Yours**—For girls 12 years old or older. Its simple straight-forward presentation of accurate, scientific facts on menstruation has won wide acclaim.

75. **You're a Young Lady Now**—Especially written for girls 9 to 12. It explains menstruation as a normal part of life; tells a girl how to take care of herself when that day does arrive.

77. **How to Apply for a Summer Job**—Supplies information on the types of organizations throughout the United States that seek extra help during the summer months, provides a list of over 150 kinds of jobs that may be found in such organizations, and suggests pertinent information to be included in a letter of application. Also supplies information on how a list of Summer Employers may be obtained. One copy to a teacher. Not available after May 1. (National Directory Service.)

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New Publications

Schools in Transition, edited by Robin Williams, Jr. and Margaret W. Ryan (Chapel Hill-\$3). Community experiences in desegregation. A series of case studies of communities that have made the changeover. Contains case studies of Arizona.

On Stage, Everyone, by Grace Barnes and Mary Jean Sutcliffe (Macmillan, New York, 1954). Much of the book is directed towards activities of pupils on the stage; provides for the development of qualities of poise, conduct and expression. A good basis for a curriculum in drama.

Following Graduate in Teaching, U.S. Dept. of Health, Education and Welfare, Bulletin 1954, No. 6. Summarizes and analyzes followup activities now provided by teacher-preparing institutions.

Talk, Read, Write, Listen, by Thomas Pollock, Katherine Pollock and Florence Bowden. (Macmillan English Series, 1954) Reading for the elementary level with illustrations and word list.

GUADALAJARA SUMMER SCHOOL

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Civics For Youth, by James Edmonson, Arthur Dondineau, and Mildred Letton (Macmillan New York, 1954, Revised) Treats government as a part of the life of the student, not as a mysterious force of primary concern to adults. Covers our local, state, and national governments, their functions, their inter-relations and their services.

Know Your Children in School, edited by Lucy Sprague Mitchell (Macmillan, New York, 1954) The children and problems with which they struggle are real. Sketches exemplify situations that may arise in any classroom. For grades kindergarten thru six.

Handbook for Homeroom Guidance, by Vivian Ross (Macmillan, New York, 1954) Confines its discussion to the homeroom teacher. Assumes that the administration favors the plan, that the class is there and that the teacher has the job of guiding it.

Public Relations for America's Schools, Twenty-Eighth Yearbook, American Association of School Administrators, (NEA, Washington, D.C., \$4) The Commission has explored the broad field of school public relations and has indicated its essential landmarks.

Ease in Speech, by Margaret Painter (D. C. Heath and Co., Boston, \$3) Designed to show students how important speech is in their daily life and how to use it more effectively. Emphasizes informal discussion, speaking on radio and TV, making reports, conducting meetings, effective listening and oral reading. Illustrated.

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To: National Directory Service, Box 65,
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The strength of a motion picture is in showing things instead of telling them, says a celebrated French creator of pictures, plays and poems, Jean Cocteau, in a recent book on films.

"A Family of India" (14 Min. YAF) shows another part of our world as told by a father, an average middle-class Hindu, and caretaker of a large estate near Benares. Pictures of work and play, home, the market, bathing clothed in the Ganges, all show changes which bring together modern and traditional ways of living to interest upper elementary and high school students.

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Membership—*from page 19*

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| Arizona Children's Colony.... | 3 | 9 | |
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Deaf & Blind | 13 | 28 | |

Scapegoat—*from page 3*

afraid of the findings; we must be willing to share what seems to be our share of the blame—teachers, preachers, business people, advertising agencies, workers, parents—all of us. So long as we have groups of accusers who place themselves beyond suspicion and make it stick—the poor old scapegoat will be of the blood and bone of those who can't defend themselves.

THE open mind and an abiding respect for the objective search for the truth, wherever it lies, may be the highest kind of morality we can teach our school children—and the least popular.

Melon Slicing—*from page 9*

The moral of this whole tale, if there is any, is coordinate your efforts with your AEA Headquarters. If you think we are moving too slowly or in the wrong direction let us know about it first, not the melon-slicing editors.

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For Bulletin write to Dean of Summer Session

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Educ. 532w Current Trends in the Teaching of English.—Leader of this workshop is Dr. Helene W. Hartley, Syracuse University. She is former president of the National Council of Teachers of English.—**June 20-July 1.**

Educ. 591w Workshop in the Teaching of Arithmetic.—Dr. Dan Dawson, Stanford University, author of a new series of arithmetic texts, is leader. For all levels.—**June 13-24.**

Educ. 790 Leadership in In-Service Training Programs for Instructional Improvement.—Director: Dr. T. M. Stinnett, executive secretary of National Commission on Teacher Education and Professional Standards, N.E.A. Dr. Stinnett will be remembered for his address at the A.E.A. Convention, Tucson, in 1953.—**July 11-29.**

Educ. 656w Problems in Public School Business Management.—Leader: C. D. Cocanower, assistant superintendent for business services, Phoenix Union High School and College System. Designed to deal with problems of administrators and business managers of schools. Sponsored by Association of School Business Managers, State Department of Public Instruction, and A.S.C. at Flagstaff.—**July 18-23.**

Also, write for information on our New and Novel Plan which may be substituted for the Practicum:

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